



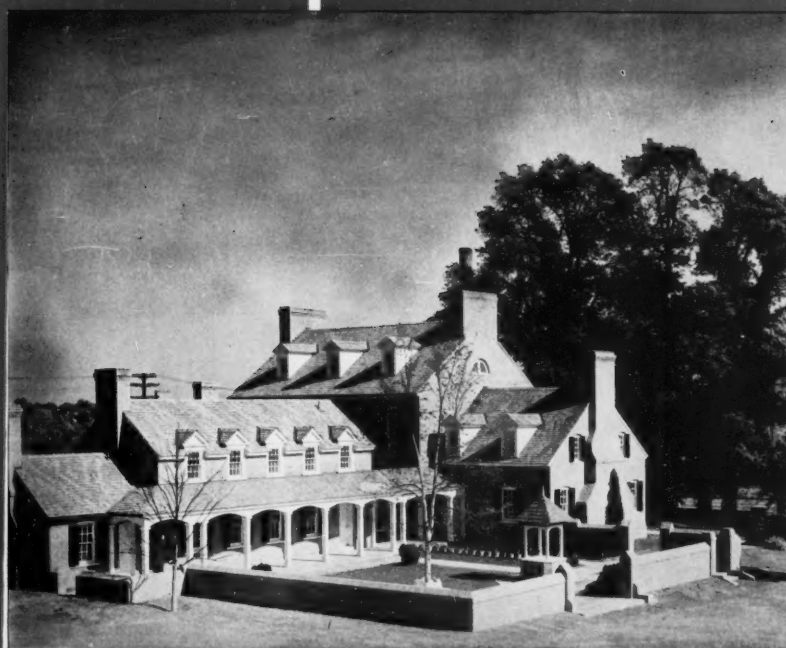
Volume V

A Magazine for Coaches, Players, Officials and Fans

Number 3

NOVEMBER, 1942

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War On the Gridiron

Charles L. Dufour

Advantages of T-Formation

Clark D. Shaughnessy

Philosophy of Basketball

D. L. Cox

Southern Schools

University of Maryland



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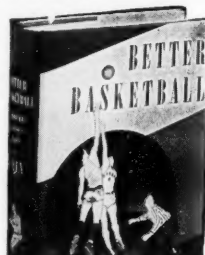
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A Magazine for Coaches, Players, Officials and Fans



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Volume V

NOVEMBER, 1942

Number 3

In this issue

FRONT COVER PHOTO

Rear view of the historic Rossborough Inn, built in 1796. It is the oldest building on the college campus and served as a tavern in the old days. Such distinguished personages as George Washington, General LaFayette, John Adams and General U. S. Grant have stayed in the old Inn.

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E DUCATION is the only wealth of which one never can be dispossessed. War may take from all of us all that we have of material things, but it cannot destroy knowledge, solid foundation of which we may build anew. To translate this knowledge and the spiritual values of life into actual living relationships, to create a higher type of citizenship, is the aim of the University of Maryland."

This brief and to the point expression from Dr. Harry Clifton Byrd, president of the institution, "the football coach who built a great university", tells what the Old Line school is striving diligently to do, in an intensified way, to help the cause of democracy.

Maryland, which is running three semesters a year now, so that it is possible for a student to be graduated in what used to be a four-year course, in two and two-thirds years, is well equipped for the job.

It offers a rich and varied curriculum in its eleven colleges; agriculture, arts and sciences, commerce, education, engineering, and home economics at College Park, eight miles from the nation's capitol, and medicine, law, dentistry, pharmacy and

SOUTHERN S

University of M

by Bill H

nursing in Baltimore, 33 miles from the main seat of the institution.

Maryland also has the physical plant and the faculty to maintain an institution with an "A" rating, which is approved by the Association of American Universities and the Middle States Association of Colleges and Secondary Schools.

Maryland's \$12,000,000 plant is one of the finest in the nation and its campus is considered among the most beautiful in the country. More than 30 Georgian-Colonial buildings are located at College Park's 230 acres, including fine resident halls, excellent classroom and laboratory buildings, military and sports coliseums and service structures. There also are ample play fields for varsity and freshman sports and intramurals.

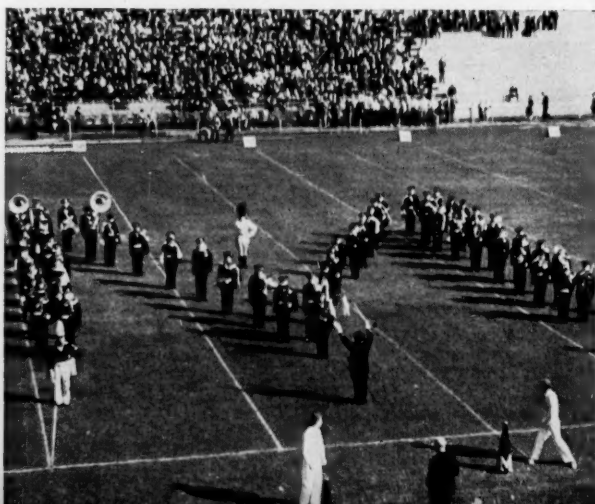
In Baltimore, the University has buildings for all of the professional schools, as well as a fine medical research laboratory and a University Hospital, one of the best state hospitals in the East.

A faculty of 900 men and women includes some of the finest scholars and teachers in the world. That the experience and training these men and women possess is ably passed on to the students, is shown in

Members of R.O.T.C. now are on guard night and day



Maryland's 100-piece band forms an "M"



RNSCHOOLS

of Maryland

Bill Hottel

the fine records graduates are making in practically every field in America today.

Maryland students, a democratic and friendly group, with each boy and girl standing on his or her merit as an individual, are conspicuous in their section for the high-caliber of their extra-curricular activities. These, of course, include dramatics, choruses, a glee club, band, debating teams, student publications and a host of other clubs and organizations that are peculiar to the various colleges. All are under supervision of the Student Government Association.

Enrollment now, which war has caused to fall below normal, is more than 3,000 undergraduate students at College Park, two-thirds of which are boys. There are approximately 1,500 students in the Baltimore schools. There, of course, also is a graduate school.

Maryland has an R.O.T.C. unit that always has gained the "excellent" rating. Ordinarily only two years of military service is compulsory, but now all of the physically fit male students must take it, and time spent upon it has been trebled and work toughened and intensified. Today, hundreds of Maryland trained officers are serving at home and abroad and as more are being developed a 34-hour guard duty is maintained on the campus.

Maryland, a charter member of the Southern Conference, maintains varsity and freshman teams in the leading sports, but at the same time, intramurals are stressed. In the mass program now, it is expected that more than 500 will take part in football alone, with varsity, junior varsity, commando and frosh teams, in the regular organization and military squads, contesting among themselves.

Although a fine balance is maintained in athletics, which are kept free from



DR. HARRY CLIFTON (CURLEY) BYRD
"The football coach who built a great University"

over-emphasis by picking the teams strictly from the students, Maryland consistently wins 65% or more of its contests. It started off its 1942 football season by winning three straight for Clark Shaughnessy, new coach and athletic director.

But the real and dramatic story back of the Uni-



Administrative Building which faces expansive campus



Ruth Lee Thompson and Gerald Prentice, woman's editor and editor, respectively, of The Terrapin, Maryland's 1942 yearbook.

versity and its growth is Curley Byrd, ex-grid mentor. He is the man who gave the spark to the institution with great historical background.

Founded in 1807, the College of Medicine of Maryland in Baltimore, the fifth oldest in the country, was the progenitor of the present University. The Baltimore Infirmary, now the University Hospital, and the School of Law, fourth in the United States, were built in 1823. A Department of Dentistry was added in 1882 and the School of Nursing in 1889. In 1904, the Maryland College of Pharmacy (1841), the third in the U. S., was merged with the University, and in 1923, the Baltimore College of Dental Surgery (1840), the oldest dental school in the world, was amalgamated with the School of Dentistry. This is the background of the original University of Maryland.

However, the present seat of the University came into being with the chartering of Maryland Agricultural College at College Park in 1856, the second agricultural college on the Western Hemisphere. It was made Maryland State College in 1916 and by an act of the State Legislature in 1920, the Baltimore and College Park units were merged.

It was in the Fall of 1912 that Byrd returned to his alma mater, where there were then only 108 students and three buildings, to become the builder of the College Park School, the revitalizer of the Baltimore schools and the man who brought about the merger of the two branches into one big university. He piloted all of the movements, particularly the political ones, that are responsible for the present great plant and educational system. His initial job was to teach English and coach football, but his vision went far beyond that, even as he took up his first task.

Byrd, who first came to Maryland as a student in the fall of 1905 from Crisfield, Md., was a star athlete in track, football, baseball and tennis for three years in which time he finished a four-year engineering course. He was captain of the eleven in 1907. He figured in a number of pursuits in the

intervening four years, professional baseball, newspaper writing and high school coaching.

At one time, he handled all the sports Maryland supported, except lacrosse, but he gradually was forced to give them up as he went up the ladder. He stuck to football until the "last horn blew," not entirely severing his connection with the gridders until after the 1933 season, although he did no active coaching that year.

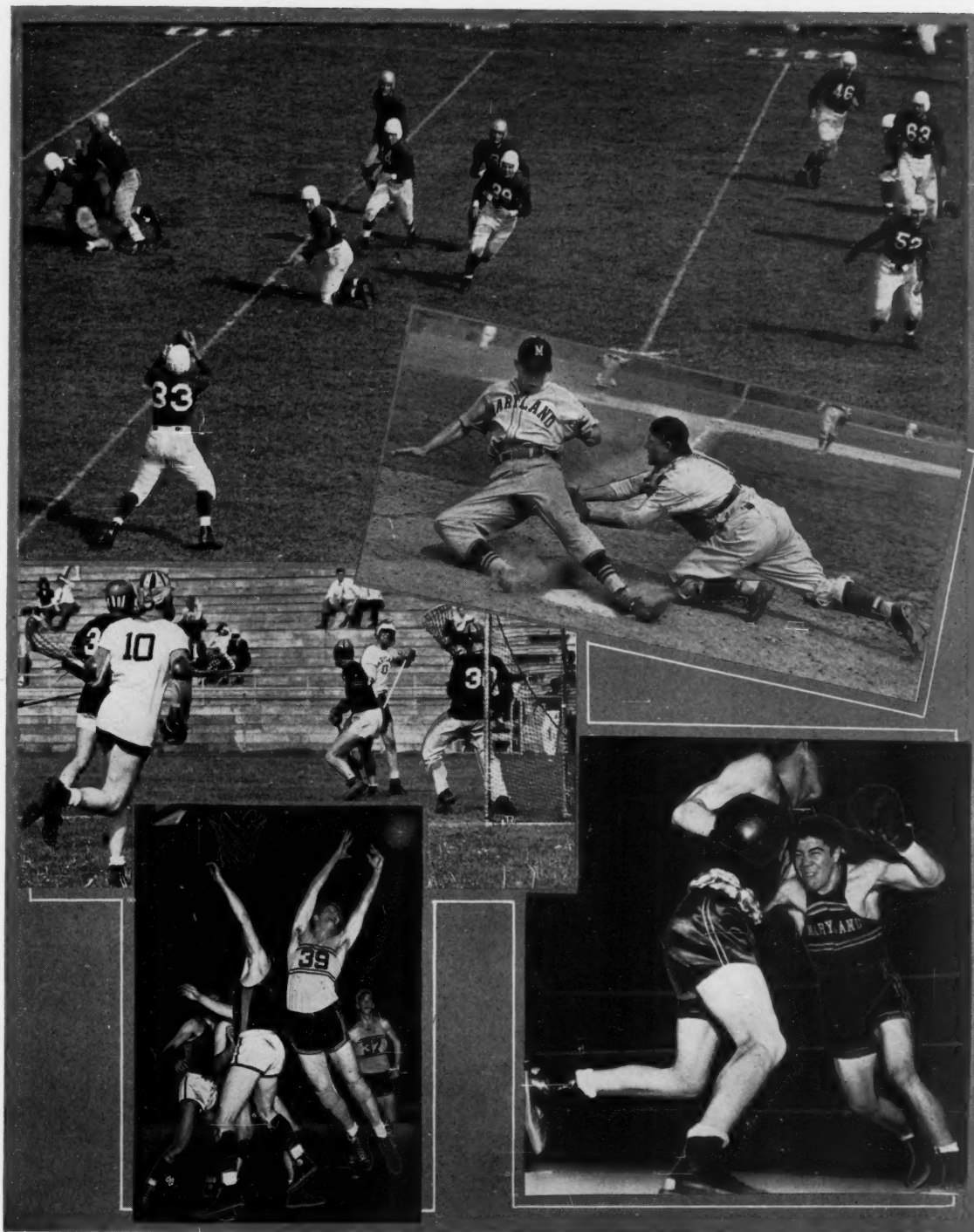
His steps along executive lines came as assistant to the president in 1918, vice-president in 1932, acting president on July 1, 1932, and president on February 21, 1936.

He often has been urged to run for the governorship of the state, and doubtless could have gained that high office, but he was too wrapped up in the University to forsake it on its climb up the hill or even after it had gone over the top.

It has been well established that "Old Liners" is the fitting and proper nickname for Maryland athletes and other students, although some have called them Terps in following the student names of publications, The Diamond Back, the bi-weekly, and The Terrapin, the annual. However, the apparently deserved and fighting sobriquet emanated from the New York campaign of the War of the Revolution.

According to the story, the Continental troops were drawn up across Long Island facing south, with a similar array of the British directly opposite. The Maryland troops held the center position of the American lines. During the course of the battle, the Continental troops flanking the Marylanders began to give way under the heavy pressure of the British attack, but Maryland held her ground. The line of battle thus became bow-shaped, with the Free Staters at the most advanced portion of the arc. The

(Continued on Page 18)



FOOTBALL—Tommy Mont (extreme left), Maryland's all-America quarterback entry, has just completed a forward pass to Halfback Monk Mier (33) against Lakehurst Naval Air Station October 10, 1942. Mier ran fifteen yards after catching the pass. Maryland won, 14-0.

BASEBALL—Harold Evans slides home with a run against Washington College

LACROSSE—Milton Vandenberg (in white at right) throws goal against Princeton.

BASKETBALL—Bob James (39) goes high in air to stop Virginia shot

BOXING—Judson Lincoln (right) on his way to victory on bout with Virginia Tech

Advantages of T-Formation

By CLARK D. SHAUGHNESSY

*Head Football Coach and Director of Athletics and
Physical Education, University of Maryland*

ALTHOUGH it is as old as the hills, I like the T-formation in football because it puts a premium on skill and quick thinking, rather than brawn. It takes away the drudgery of the hard-blocking game and makes it much more enjoyable for the players. Single wing-back, double-wing, short punt, triple flanker and box maneuvering behind balanced and unbalanced lines all are modern innovations. In fact, the modern T-offense is a streamlined version of the old attack, with deception requiring accurate timing and executions as the keynote. It provides a perfectly balanced offense capable of striking at

any point of the line. It is a "boxing" type of offense. The quick opening plays may be compared to the left jab of a boxer, the man-in-motion and the faking of the backs to the feints, and the fullback drives to the real punch. The pass plays should be used as the unexpected blow.

Speed and deception are the underlying principles of the T-offense. Deception is obtained by the quarterback handling the ball, the faking of the backs and the man in motion. Thus, the opposing linemen and backers-up are shackled until they are sure who has the ball. After feeding the ball to a man driving into the line, the quarterback fades back, faking a pass. Proper execution makes it difficult for the opponents to decide quickly whether or not a pass is intended. It follows, naturally, that you can mask a great many of your pass plays by having the quarterback fake to feed a back driving toward the line, then fade and throw.

Quick opening plays by a halfback and wide plays by the fullback are so constructed that they appear alike at their inception. By using the man-in-motion principle with precise timing, which is secured by the placing of the snap number, you can get an unbalanced backfield, or flanker without the second pause required by all other shifts. When a man starts in motion the defense does not dare ignore him. He may be going out to block an end in or out, or to merely fake at the end, setting him up for another blocker, then go on to receive a pass. There are eight possibilities and the defense must shift to meet the different situations. There still is the threat of a quick thrust into the line, a play in the direction or opposite direction taken by a man in motion.

Thus, old T-formation, cast aside years ago as old-fashioned and behind times, is back in the limelight—slightly streamlined—true enough, but a shining example that good sound fundamental principles are the backbone of our great national game of football.

CLARK D. SHAUGHNESSY
*Athletic Director, Director of Physical Education and
Head Football Coach*



War On The Gridiron

By CHARLES L. DUFOUR

IF BILL STERN had been there that day at Cannae, he would have regaled his mike, excitedly, thusly: "Boy! Was that a perfect play! . . . Hannibal really pulled a fast one on the Romans . . . And I'll bet their faces are red!"

"Now, folks, here's what happened . . . The Romans charged, powerfully, confidently, right smack at the middle of the Carthaginian line . . . And they cracked it wide open . . . That's what they thought!"

"Hannibal didn't make any serious attempt to hold them out . . . his center bent back and the charging Romans plunged on, thinking they had Hannibal's boys on the run."

"And then . . . and then, folks, the Carthaginians let 'em have it from the sides . . . And the Romans were mowed down, right and left . . . You should have seen that play . . . It was a beauty . . . It was . . ."

It was the first "Mouse Trap."

That's what it was, the first "mouse trap" play—the great-great-grandpappy of the little trick General Rommel pulled recently at Tobruk when he bagged 250 British tanks and shattered the Eighth Army's offense.

And the venerable ancestor, too, of one of football's fanciest plays for luring a tyro tackle to his destruction or deceiving a gullible guard into getting his ears knocked off.

Just as Hitler's generals learned about mouse traps from Hannibal, you sideline strategists can learn about war from football. For war and football, begging Commander Gene Tunney's pardon, are remarkably analagous. The same underlying principles govern both the sport and the slaughter. To understand one is to have some knowledge of the other.

The fundamentals of war, according to General G. M. Lindsay, a British authority, are these four:

1. Fire Power.
2. Mobility.
3. Protection.
4. Morale.

Let's apply these fundamentals to football, and compare them to their application to war:

Fire Power

War—It's what you kill your enemy with—arrows, bullets, bombs, etc.

Football—It's what you score your points with—your offense.

Mobility

War—It's the means whereby you maneuver your weapons so as to be in the right place at the right time.

Football—It means fast charging in the line on the snap of the ball; pulling into the interference without tripping your own ball carrier; getting down field to block the safety man; covering punts; changing direction of charge on defense; quick switching from offense to defense, or vice versa, as in the case of an intercepted pass or the return of a punt, etc.

Protection

War—It's the means by which you protect your weapons and their users from destruction by the enemy.

Football—It's supplying interference on running plays, shielding the forward passer from charging tackles and ends; holding firm in the line until your punter gets off his boot.

Morale

War—It is, according to General Lindsay: "The fighting spirit, which is the means by which the individual is enabled to give his best at all times, and under all circumstances."

Football—Ditto.

Years before Herr Shicklegruber put down his paint brush, Knute Rockne developed the Notre Dame offense which embodied all of the elements of the German Blitzkrieg, namely: Surprise, Speed, Superiority at the Point of Attack, and Downfield Blocking, which is equivalent of infiltration in battle.

Today, these are still the yardstick by which a good football offense is measured—and a blitz campaign, also.

The chief characteristic of Hitler's blitz is to effect a break through on a narrow front. Football's equivalent is the quick opening play, dear to the hearts of George Halas and Clark Shaughnessy. The *modus operandi* is just about the same on the battlefield or the gridiron. There's a feint in one direction, then a sudden blow at the point of attack. In football, the hole opens quickly, the ball carrier darts through and threads his way through the secondary.

That's football's break-through. The Germans exploit their break-through on the battlefield by attacking the enemy's rear, striking deep into his defense to demoralize him. On the

gridiron, the break-through is exploited the very same way, by downfield blocking which is planned to eliminate the secondary defense.

One of the things we hear a lot about in the war news is the "defense in depth." Defense in depth, as the Russians have gallantly demonstrated, is the only answer to the blitz. The French General Staff didn't realize this until it was too late. Gamelin set up a defense on a wide front, not suspecting the change that had come over war, much as a coach, oblivious to the potency of the forward pass, setting a defense to protect against sweeping end runs.

Hitler faked an end run into Holland and Belgium, "mouse-trapped" the British and French out of position, and then he struck, with a quick opening play, at Sedan. The break-through followed and France fell. Just keep that in mind the next time your favorite halfback comes busting through the line and streaks for the goal, as his playmates pick off one defensive back after another.

Football has its "defense in depth, too." It's the 6-2-2-1 set-up, that is, a six-man line, two line backers, two side backs and a safety man. This defense was evolved to meet growing offensive power, in the eternal struggle of offense and defense for supremacy, a struggle common to war and football.

The machine gun in the last war swung the balance in the favor of defense, and a war of position developed, a long, bloody deadlock.

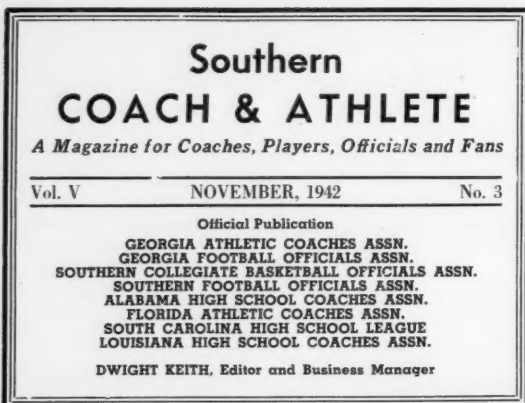
Then came the tank, the answer to the machine gun, and a war of movement—the blitz—was reborn.

Back in the days of 1914-18, when war was being fought on a wide front, football attacks were featured pretty generally with wide end runs. Accordingly, the defense was for a wide line coverage and so the seven-man line, with either a diamond or a box secondary defense was in general use.

Then the forward pass began to grow up. From a threat, used rather timidly, it became an integral part of the offense, an attacking weapon which gained gobs of ground with a minimum of physical effort.

It became necessary to set up a defense to cope with the new weapon. The six-man line, with a five-man secondary, came into existence. One of

(Continued on Page 16)



Physical Education and/or Athletics

By COMMISSIONER ARTHUR L. TRESTER, Indiana

THE above two-forked title indicates the thesis of this article. It is that there should be a closer union and cooperation in the work of physical education and athletics rather than a separation. All of this work is designed to improve the development and proper functioning of the physical body. Also, all of it is designed to improve the mental, moral, social, civic, and emotional factors which affect that body. The general aim of athletics is the same as that of physical education and also of general education. Athletics is not a detached problem.

Some believe in the value of games, sports and competitive activities, and others have greater faith in the formal activities. Both groups have something of value to offer but neither group has all of the arguments on its side.

Now is the opportune time to actually do some constructive work to insure a good physical fitness program in our high schools. Now is the time to cease criticizing the worth while things that are being done for the few and to extend these worth-while things to the many. Now is the time to prove the value of physical education, athletics, recreation and health work.

In deciding on a plan for building physical fitness there are more factors about which we can agree than there are about which we can disagree. The arguments and ill feelings which result from the advocacy and support of systems, methods and schemes in physical education and athletics do not promote the things desired. There is something wrong in a school system in which the work in physical education is one thing and the work in athletics is something else. There is also something wrong when it seems to be necessary to distinguish between general education and physical education with or without athletics. Why quibble? If a game will secure what you want, play the game. If a stunt will do the work, perform the stunt. If jumping over a leather horse is valuable, jump over a leather horse. If strenuous exercises seem to be necessary, do strenuous exercises. If natural exercises offer more than artificial exercises, use natural exercises. If formal teaching accomplishes results, do formal teaching. If rest is more helpful than exercise, rest. Why get entangled with

this or that system, method or scheme? Results constitute the desiderata. Physical vigor, endurance, speed, strength, ruggedness, robustness, normal health, skill, knowledge, attitudes, appreciations, muscle co-ordination, alertness and the fun are the things desired.

The work in physical education, athletics, recreation and health in many of our high schools is very sick. It needs either a transfusion or a kick in the proper place. Remedial measures for such schools must involve: (1) A careful diagnosis; (2) Recognition that physical fitness depends upon inheritance, environment, removal of defects; way of living; and will to improve; (3) Prescribing and drawing up a program; (4) Testing and follow-up examination.

It is not a difficult matter to test the effectiveness of work in physical education, athletics and health. At least they can be measured as well as or better than other subjects.

No individual has all of the right answers to all of the questions which may be raised about this work, but here are some reasonable suggestions:

1. It must be firmly implanted in the minds of all teachers and administrators that health work is fundamentally a part of education at all times, whether we are at peace or at war.

2. There must be a firm determination on the part of all teachers that work in the improvement of health is a fundamental part of school work and that it can be done in the schools. The twentieth yearbook of the American Association of School Administrators for 1942 and entitled "Health in Schools" gives an excellent synopsis of essentials in connection with this work.

3. Facilities must be provided for reaching every student. There is one idea in all physical education work that seems to be accepted by all, although the application of the idea does not always follow. This idea is that, in order to secure the benefits of a physical activity, it must be actually performed by the one expecting the benefits. Health and physical fitness are largely individual and can not be secured or maintained by some other party. Classes must be small enough so that some individual attention can be given.

4. Intramural work will probably come into its own this year. It should be the aim of a school to extend to the many the good work which has been given to the few and improve the work by stressing the fundamentals.

5. Strenuous activities are recommended as a part of the program. Ruggedness, vigor, co-ordination and endurance are qualities which are greatly desired. The easy way is not always the best way and some activities which do not provide a great amount of fun may be essential. Careful selection of activities is necessary, then they constitute required work.

6. Health is not a thing that can be secured once and for all times. Health habits must be built and there must be a strengthening of the will to maintain and to constantly improve health.

7. The most the schools can do at the present time is to do what they have been doing but in a better way and through a program which will extend this better doing to

MY PHILOSOPHY OF BASKETBALL

By D. L. COX

Basketball Coach Ramsey High School, Birmingham, Ala.

BE IT good or be it bad, I believe the philosophy of the coach should become the philosophy of the team. My philosophy is very simple, in the main, if you can pass and shoot you can win. Don't think that I mean that player psychology, physical conditioning, training in other fundamentals, offensive and defensive game tactics are not important. They are important and should be worked on from the first of the season to the very last day.

Believing as I do, I start practicing passing the first day—and I mean all kinds of passes. All passes are good that get the ball to the right place at the right time and can be handled smoothly by the team mate. Yes, I believe in and I coach my boys to throw long passes. Clanton has won three state championships in the past four years throwing that ball. Lanier of Montgomery, the only team in the state in their class last year, used a fast break with long passes. To everyone's surprise, Ramsay took the district championship last year by using a fast break with long passes. I had been at Ramsay only two weeks and I spent the first week deciding what to do. My style may look bad, but it wins and I believe in it. I got the idea of long passes from coaching girls. It had been successful with the girls, so I thought why not try it with the boys. I have never heard of a team winning by scoring at their opponents' basket, so why not get it down at your basket and score while they



Coach Cox played basketball at Snead Seminary at the time they were having their great teams. After graduation at Snead, he played four years at Howard College, Birmingham, Alabama. He has coached the sport for eleven years. In his five years at Clanton, Alabama, he won 116 games and lost only 14. He came to Ramsey High School in February, 1942, and coached the "Rams" to their first district championship.

are thinking about setting up a defense. Weaves are good to look at and I think all right for college teams, but I find you seldom put scores down as a result of them in high school.

Shooting can not be taught, but it can be improved. The best way to improve it is let him *shoot* and *shoot* and then *shoot* some more. I'm no longer particular as to how, if he can shoot and will hustle he can play for me. They look good to me going through the basket if he shoots lying on his back. In practice the player should try to make every shot good and the practice should be kept as near to game conditions as possible. I especially think foul shooting practice should come at different intervals during the practice while they are tired, and allow only a few tries so they will try to make that first one. A player should never grow tense, but relax and believe that he will make that next one. How you can teach him to relax I don't know. Sometimes talking will help and sometimes I believe the least said the better to a player that is worrying because he misses his fouls. I found when I was playing that it helped me to bounce the ball once if I found myself growing tense. Then I would look at the front rim and shoot without allowing time to grow tense again.

As the rules stand now a team must give the ball to its opponent when it

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PHYSICAL EDUCATION AND/OR ATHLETICS

(Continued from Page 10)

many more boys and girls. There seems to be no need for anything new in the way of a program. The school staff knows enough to do excellent work in all of the areas mentioned in "Health in Schools". The problem is to get it done. The literature of the subject has been extensively produced but commensurate action has not followed.

We hear much talk about putting

physical education into education but this will actually take place when we put education into physical education. We know enough about building physical fitness. We do too little. It isn't a course of study that we need. We need programs carried out. We need action.

The ultimate responsibility for the programs in health and physical education rests with the school administrators, school trustees and school boards. The money to carry on any programs that may be adopted will have to be secured from the citizens.

School administrators will be called upon to take the initiative and to secure provisions for these types of work. The time may be here when some school administrators can no longer offer the alibi that their coaches, directors and teachers do not know what to do nor how to do it. If it be true that they do not know these things, the responsibility of remedying the situation belongs to the school administrator. Much credit belongs to the administrator in schools in which health work and physical education are done well.

1942-1943 BASKETBALL RULES

By H. V. PORTER

BASKETBALL technique will differ very little from last year. As far as high school games are concerned, there is no major change in the playing provisions. From the standpoint of the wording and arrangement of the code, there are many slight differences from last year. Some of these differences are for purposes of clarification and others help make a more logical arrangement of the rules.

Ten Rules: Last year the rules provisions were organized in 15 rules. This year there are 10. This condensation has resulted from a logical grouping of similar provisions. After one has become familiar with the new arrangement, it should be easier to locate the rule which governs a given situation. It is probable that further improvements can be made in the grouping. Here are a few suggestions which may serve as the basis for some constructive thinking.

Rule 9, Section 1 is closely related to Rule 5-1 and to Rule 4-2. It is probable that 9-1 could be omitted. If it is not omitted, the statement should be improved because the act is not always a violation, i.e., the making of the goal is the violation, not the throwing of the ball.

Rule 9-2 is unlike the remainder of the rule sections. It is the only one to which the penalty at the end of Section 11 does not apply. This may be because Section 2 logically belongs in Rule 8 which deals with free throws. The described act is an infraction of the free throw rules but has few of the characteristics of other violations.

Rule 9-8 has been changed from last year and further improvements could be made. The statement should be grouped with Section 2.

Rule 10: The technical fouls listed in Rule 10 should probably include several others. There is no more reason for listing the act mentioned in paragraph a than there is for listing many other acts which consume time. It probably goes back forty years when it was decided that an out-of-bounds ball did not belong to the first player to get possession. Both this and paragraph b are specific acts which should be in Rule 7. The acts mentioned in c and d are specific infractions mentioned in Rule 5 and are not "delay of game". The note

probably belongs in Rule 6 where jump ball is treated. The note includes a statement about a penalty which is automatically declined. There are similar cases which are not listed anywhere in the rules.

Rule 1: There are no actual changes in this rule but there are several changes in wording.

Section 7 makes it clear that either the large rectangular backboard or the small backboard with less than half the surface is legal and *Section 12* makes it clear that any ball of proper size, weight and reaction is legal. All reference to the type of construction of a ball has been omitted.

It is assumed that wartime conditions are such that it will be necessary for schools to use any type backboard or any type ball which is playable and which can be secured. Priority problems make it impossible to produce the highest grade of equipment.

Rule 2: All reference to the double referee system has been omitted. One of the officials must always be designated as the referee. In order that there will be no misunderstanding, the rules now provide that the referee must toss the ball to start the game. There are at least 10 official's duties which are definitely assigned to the referee. (See Play Situations—page 7).

Rule 3: Numbers which are of material $\frac{3}{4}$ inches wide are now legal. In the past, the minimum was one inch in width. In the case of some of the numbers which are used on the front of the jersey, the proportions were not good when the letter was as wide as one inch.

The Q. and A. following Section 6 has been reworded to make it clear that if the home team is dressed in a suit of light color, the visitors may be asked to change if there is a conflict.

Rule 4: The definitions have been arranged alphabetically. Section 4 contains a reference to 10-8-Penalty (f) to take care of the fifth personal foul which is allowed in the college game when there is an extra period.

Rule 5: In Section 5 there is a slight change in wording. The signal for the official's intermission is to be given by the scorer and the signal for this intermission prevents the ball from going into play, even though the official might not hear the signal. In

this respect, it has the same standing as the timer's gun which ends a period. The difference is in the fact that the scorer's signal is sounded only when the ball is dead.

Rule 6: Several disputed points have been settled by interpretation. One of these deals with the situation where the ball strikes an official. In certain cases, it has always been customary to disregard the touching of the official but in a number of situations connected with the center division line, the touching is not disregarded. Consider the following situation: Play: While in his front court, A1 passes the ball toward A2 but the pass strikes an official in the front court and rebounds to the back court where it is recovered by A3. Is it assumed that the official caused the ball to go to the back court or is the act attributed to A1? Ruling: In this case, the touching of the official is disregarded and the act is attributed to A1.

Rule 7: There are no changes in this rule but a few doubtful cases have been settled by interpretation. One of these deals with the case where the three-foot restraining line is in use. In this case, is the boundary line disregarded during the throw-in or must the player who is out of bounds stay outside this boundary line? Under such circumstances, the restraining line is considered the boundary line and it is not illegal for the player who is out of bounds to step on or over the boundary line.

Rule 8: Sections 1 and 3 now make it clear that a free throw for a technical foul can not be waived. This automatically answers several questions relating to fouls which might occur before the beginning of a half. Regardless of the nature of such fouls, the offended team can not waive the free throw in order to have the half started by some method other than by a jump ball.

Another point that has been cleared up by interpretation is that which relates to the rights of players to line up along the free throw line when there is a multiple throw, one of which is for a technical foul. In all such cases, if the ball remains in play after the last throw if it is missed, players are permitted to take positions along the lane for all of the free throws. Conversely, if the ball is dead

(Continued on Page 18)

Football In Small Groups

By **STEPHEN EPLER**

Chairman, National Six-Man Football Rules Committee

RESTRICTIONS on transportation and equipment make it necessary to curb interscholastic and intercollegiate football contests. If such contests are desirable, it is better to reduce the size of team and distance traveled than to eliminate football entirely.

Six-man football showed that eleven was not a sacred number in the football world. In football, the basic elements are kicking, throwing, running with the ball, blocking and tackling. The number of players to a team is an incidental and arbitrary thing. Experiments have convinced me that the team size can vary from four to a dozen or more and still be football.

There are a number of advantages in teams of fewer players. The number of cars needed to transport a six-man team is approximately half that needed for eleven-man. The same is true for equipment. Usually two cars are used to transport a six-man squad. If five-man or four-man teams are used, the squad could be crowded into one car.

From the standpoint of the intramural program smaller teams bring benefits. They increase the action and exercise per player. More homogeneous divisions of boys are possible. In small schools four-man football may be desirable.

If playing area is a problem, the size of the field can be reduced as low as 50 yards in length and 25 in width. An eleven-man field can be marked into four adjoining fields by using the width, 160 feet, as the length of the fields and 90 feet as their widths. Thus space used for 22 boys could be used by 40 boys playing

five-man with four games in progress at once.

If equipment is a problem, it can be organized so that the same equipment is used by several boys. One class can play, then check in the equipment to be used by the following class and so on. One group may use the equipment one day and another group the next day. Of course, proper sanitary measures must be taken. If protective apparel becomes too scarce more touch football can be put into the program.

Rules: What are the rules of four-man and five-man football? With the following exceptions, they are the same as six-man. The field size has been mentioned, however, 80 yards from goal to goal and 30 yards in width are recommended. It is easier for the offensive to gain so it is required to make 20 yards in four downs. Likewise, the offensive team must have at least two players on the line of scrimmage. Eight-minute quarters are recommended.

For intramural play or for younger boys, the added rules for intramural six-man football and/or six-man touch football found on pages 65 and 66 of the 1942 *Six-Man Football Rules Book* may be used.

Before you give up football, consider these suggestions. Reduce the team size from 11 to 6, 7 or 8; or from 6 to 5 or 4. Change your schedule to include more nearby teams. Reduce the number of games from 8 or 9 to 6 or even less. Strengthen your intramural program. See that every boy has a chance to play football in some form. You may have to play touch in overalls. Use whatever is necessary but do not let football die.

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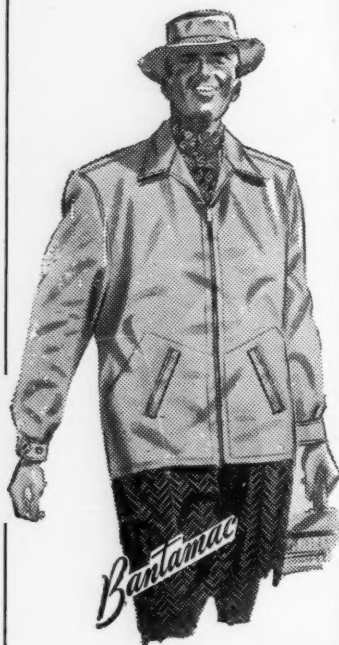
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1942 National Federation Football Rulings

By H. V. PORTER

DURING the early part of the season several football problems have been presented. Some of these are of general interest since they deal with questions which might be raised in any rules discussion.

Play: B1 makes a fair catch in the side zone. Where should the referee place the ball? **Ruling:** If a free-kick is chosen, the ball should be placed on the yardline through the mark of the catch and in the middle of the field, unless the captain requests that it be placed elsewhere than in the middle of the field. Of course, if the team chooses to put the ball in play by a snap, the ball is placed on the inbounds line.

Play: A1 carries the ball beyond the line of scrimmage and then attempts a field goal by a drop-kick. According to rule, this is to be treated as a fumble. Is the illegal kick a second fumble or is it part of the fumble during which the ball was dropped from the hands of A1? **Ruling:** It is best to regard the illegal kick as a part of the fumble which occurred when the player dropped the ball. Consequently, if the ball struck the ground for the drop-kick, the defensive team can not advance if they catch the illegal kick in flight, since this would be advancing a fumbled ball after it has struck the ground. If the matter is treated in this way, it will be consistent with what is done in cases where a fumble which has struck the ground is illegally batted or where a loose ball is accidentally kicked. In none of these cases can the defensive team catch the bat or kick in flight and advance.

Comment: There is much to be said in favor of treating a kick from beyond the line the same as a forward pass from beyond the line. If such provision were authorized, the penalty and spot of enforcement would be the same as for the forward pass from beyond the line. It is argued that the acts are quite similar. There is a possible difference in the fact that a forward pass from beyond the line usually results from an attempt to perform a legal act, i.e., passing backward. The forward direction is usually accidental. However, the net results for such pass or from such illegal kick are the same.

Play: A1 receives the snap in his

end zone and intentionally grounds a forward pass. Is the foul committed when he throws the pass or when the pass is incomplete? **Ruling:** At present, the foul is committed at the time the pass is incomplete. If such completion is between the goal lines, the penalty is loss of down and 15 from the previous spot, but if the pass strikes the ground behind the goal line, it is a safety (unless declined).

Comment: The intentional completion is a hybrid. It should probably be brought into harmony with what is done in the case of a forward pass from beyond the line and with a forward pass not from scrimmage. If this were done, the foul would be the throwing of the pass and the penalty might be enforced from the spot of the pass, the same as for any other illegal pass. This would make enforcement consistent with the general enforcement plan since such an infraction would always be by the offensive team and would always be behind the previous spot. This is another illustration of something which has crept into the rules as an afterthought and no attempt has been made to make the administration consistent with the underlying principles of enforcement.

Play: A1 completes a forward pass behind his line and throws a second forward pass which is caught beyond the line by ineligible tackle A3. Is the penalty for throwing a second forward pass, or for A3 interfering or for touching an ineligible? Also, should the ball be declared dead immediately? **Ruling:** In prior years, there was a complicated three-way problem in such an act. Such a problem still exists in the collegiate code. According to the 1942 Interscholastic Code, the throwing of a second pass from behind the line is not a foul. Also, the touching of a pass by an ineligible is merely one form of interference and consequently only one foul has been committed. That foul is for interference by A3 and the usual interference penalty is enforced. The ball is not dead because of interference and play continues until the down is ended.

Play: For which of the fouls connected with putting the ball in play does the ball remain dead? **Ruling:** The following table lists these fouls with their proper classification:

INFRACTIONS CONNECTED WITH PUTTING BALL IN PLAY

<i>Ball Remains Dead</i>	<i>Ball Goes Into Play</i>
When Ball Is Snapped	
Defense touches snapper too soon.	Linesman faces own goal.
Failure to stop one second after shift.	Fewer than 7 A players on line.
Back illegally in motion at snap.	"Hide-out" play.
Ball not horizontal or not at right angles to line.	Teammate of snap receiver less than one yard behind line.
Impulse not in one quick motion.	Center, guard or tackle less than 5 yards behind line.
Snapper moves feet during snap.	Player prostrate at snap.
Snap made to player on line.	Player offside.
Team A makes false start.	
Snap delayed more than 30 seconds after ball is placed.	
Player without headgear at snap.	
Encroachment on neutral zone.	
When Ball is Free-Kicked	
Punt attempt on free-kick.	Player offside.
Player without headgear.	Fewer than 5 in 5-yard zone.
Kick is short.	
Kick not on proper yardline.	
Kick delayed more than 30 seconds after whistle.	

Play: A1 receives the snap and carries the ball beyond the line. He then fumbles. B1 catches the fumble in flight and advances. If both teams foul, is the ball always taken to the previous spot? **Ruling:** Yes. The only time a double foul does not result in the ball being taken to the previous spot is in the case where both fouls occur during a loose ball not from scrimmage or during a forward pass from beyond the line (which is from scrimmage). In the situation which is described, there is neither a forward pass from beyond the line nor a loose ball not from scrimmage. Consequently, there would be no possibility of the ball being taken anywhere but to the previous spot.

Play: A1 receives a snap and carries the ball beyond the line. He attempts a backward pass which is forward. During the pass, B holds. Is the ball taken to the previous spot and is the down charged? **Ruling:** The ball should be taken to the spot of the illegal pass and the down should be charged.

Comment: The throwing of the illegal pass is assumed to be "during the pass". Consequently, there are fouls by both teams during an illegal forward pass. In such a situation, the ball is taken to the spot of the pass. The distance penalties offset but since the advance by Team A before the illegal act has been allowed, the down

must be charged.

Play: A1 kicks off. B1 catches the kick, runs and then fumbles. Both teams foul (a) during the kick-off, or (b) during the fumble by B1. Where is the ball put in play? **Ruling:** At the spot of the loose ball during which the fouls occurred. If both fouls occurred during the kick, the ball is taken to the spot of the kick which, in this case, happens to be the same as the previous spot. If both fouls were during the fumble, the ball is taken to the spot of the fumble.

Play: If a foul occurs during a loose ball not from scrimmage, is

penalty always enforced from the spot of the loose ball? **Ruling:** Yes, unless the foul is by the offense and is behind the spot of the loose ball. In that case, enforcement is from the spot of the foul.

Comment: Note that no provision is made for this unusual case in the penalty enforcement summary on page 26. It is an infrequent exception to the statement in the summary and was not included. However, provision for it is made in the exception under 4-4-1-1.(b). The rule is consistent with the procedure in all other situations.

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Coaches' Bulletin Board

COACH L. JACK SMITH, President of the Florida Athletic Coaches Association, writes:

"Practically all schools in Florida are playing a regular schedule in football. The squads seem to be larger and the gate receipts are more for those that are still playing night games. Transportation is the main problem and most schools are doubling up with games with nearby towns, and are able to carry a full schedule.

"All schools are making an effort to have regular basketball and track schedules, also. We thoroughly believe that it is up to us to carry on with our program of competitive sports along with our physical fitness program in our schools."

Besides coaching football, Coach Smith is directing a physical fitness program. A future issue of Southern Coach and Athlete will carry an article by him on this subject.

Coach Selby Buck, who turned out championship basketball teams at Lanier High School, Macon, Georgia, is now Major Buck of the U. S. Army. He has been serving as athletic officer at Camp Blanding, but is being transferred to North Dakota. Selby has always been weak on cold weather, so Uncle Sam is sending him to the "Land of the Dakotas" for the winter.

Bob Lee, past president of the Georgia Athletic Coaches Association, has enlisted in the Navy. Bob was also principal of Elberton High School.

Harold McNabb, popular football coach of Albany, Georgia, is now a

lieutenant in the Navy. The Navy is certainly getting some good men.

Sam Burbage, old Auburn star and former coach at Central High School, Birmingham, Alabama, Marion Institute, Duke University, and Georgia Military Academy, is now at Gulf Coast Military Academy. Sam is not coaching now but is one of the administrative officers there.

Coach Dewey Cox, of Ramsey High School, has had noteworthy success in basketball in Alabama. He put Clanton on the basketball map by winning 116 games out of 130 played during his five years there. We wrote him for an article on basketball recently, and was surprised to learn that he is the same Dewey Cox who used to play for Snead Seminary when Coach Jacka was turning out his great teams there. Your editor was coaching at Albertville, Alabama, at that time and officiated most of Snead's games.

Coach "Mule" Yarborough, who burned up the Florida football league for years, has enlisted in the Army. He is at Gunter Field, Montgomery, Alabama.

Football will make its usual contribution to charity this year. The Auburn-Mississippi State Frosh game has already been played in Birmingham, with 15,000 in attendance. The Tech-Georgia Frosh game will be played in Atlanta on Thanksgiving Day, as usual, and the Kentucky High School Athletic Association has announced plans for their annual charity game. It will be played December 5th, between two high school all-star teams. Proceeds go to the Shrine Hospital for Crippled Children.

WAR ON THE GRIDIRON

(Continued from Page 9)

the first to use the six-man line, from goal line to goal line, was Bernie Bierman. When Bierman was at Tulane, from 1927 to 1931, he and his assistants, Ted Cox and Lester Lautenschlaeger, developed a 6-3-2 defense which afforded splendid defense against running and passing.

The defense threw a monkey wrench into many an attack, until a smart coach aimed at its one weakness—vulnerability to the quick kick. That made it necessary for football to defend in depth, and so the 6-2-2-1 came into existence, and into general use. Right now, football is passing through an era of shifting defenses to confuse the offense on its blocking assignments. In carrying out our analogies with war, we could term this guerilla warfare.

If football's running game has much in common with the ground attack in the blitzkrieg, the same is true in the air, where forward passes are the demoralizing Stukas.

There is no blitz without dive-bombing; there is no lightning attack in football without a pass attack. Your true offensive, in war or football, calls for co-ordination of all attacking weapons.

If the ground forces are used with no air support in modern battle, the communications of the enemy are unbroken or unharassed, and he is able to move up reserves to plug gaps. But, if the Stukas are at their deadly business, they disrupt communications, chew up the roads and shatter the reserves. Progress of the ground forces is thereby assured.

This is no less true on the gridiron. If a team neglects the passing game, and sticks mainly to the ground, the secondary defense of the enemy can come up fast to plug holes or smear flank attacks. But when the offensive team mixes passes with running in a co-ordinated attack, the defense is kept in its place. If the passes hit, so much the better; if they don't, they at least have disrupted "the communications" and given the ground attack valuable assistance.

The airplane has been called "flying artillery." It enables an army to strike the foe, deep in enemy territory. The forward pass does that, too.

The terms "strategy" and "tactics" are frequently confused by drug store coaches and armchair generals, so let's see what an expert says about them.

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"The theatre of war," declares Captain Cyril Falls, British military writer, "is the province of strategy, while the field of battle is the province of tactics."

Translating that into terms of football, strategy is what the coach plans all week before the game, up to and including the choice after the toss of the coin. And tactics is what the quarterback calls during the ball game.

A general plans his strategy on information of the enemy gained largely from reconnaissance and his battle plan takes cognizance of such things as weather and condition of the battlefield in addition to the enemies' weaknesses or strength.

A football coach plans a game the same way; his method of reconnaissance is called scouting.

Armies reach perfection by long drills and practice maneuvers. And that's how football teams are built. It takes stamina to be either a good soldier or a good football player. It takes team work to be successful in war as well as in football. In this respect, General de Gaulle, that prophet without honor, save in Germany, when he wrote "The Army of the Future" nearly 10 years ago, says:

"... the flame of the sporting spirit must be applied to the training of troops. We must put to good use the eager strength and skill exerted in so many fields of activity, the desire to excel which is so dear to the young, the fame with which public opinion endows champions; in short, the immense expenditure of energy and enthusiasm allocated by our era to physical effort and competition. Essentially, nothing lends itself better to the taste for sport than a military career. There is no single warlike action which is not a collective test and does not demand the concerted action of well trained teams."

According to military textbooks, war is governed by nine principles. A football fan will immediately recognize them as closely related to football, too. They are: Surprise, offensive, movement, economy of force, co-operation, objective, security, simplicity.

But General Wavell, in his "Generals and Generalship" sweeps these aside.

"War is not a matter of diagrams, principles or rules," says Wavell. "The root of the matter is the fighting spirit."

And that, in the final analysis, covers football, too.

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ONE of the impressive facts about the heroes this war has produced in the American fighting forces, even at this early date, is that they are almost invariably *athletes*.

In our American sports—football, baseball, basketball, track, tennis, etc., they prepared their muscles, their nerves, their minds, to function as perfect machines in the hazardous game of deadly war.

Yes, and in these same competitive American sports they learned another thing that soldiers in a great and noble cause must have—*fighting spirit and the will to win*.

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MY PHILOSOPHY OF BASKETBALL

(Continued from Page 11)

scores. I don't try to beat the rules, but the rule doesn't say how long they shall keep it. When the ball crosses the inbound line I want my boys after it. That is where our goal is and I want the ball around our goal and not theirs. I believe the best place to stop any offense is where it begins. Play man to man and check them all over the floor and their set plays are not apt to work. The success of any system depends largely on the team's

ability to change quickly from offense to defense and from defense to offense.

Above all, hawk that ball, get those rebounds and tie balls along with bad passes. To do that, certain fundamentals must be kept in mind, but the key word is *hustle*. Now that you have worked hard for the ball why throw it away! Make those shots and passes good, and I believe you will win your share of the games.

1942-1943 BASKETBALL RULES

(Continued from Page 12)

after the last free throw, no players may line up along the line for any of the throws.

Rule 9: Some improvements have been made in this rule and others are probably possible. Section 2 has been slightly reworded to make it clear that the listed restrictions start when the ball is placed at the disposal of the free thrower.

Rule 10: The note which appeared last year under the penalty following Section 6 of Rule 15 is now combined with the note under Section 4. This is one of several cases where an infraction may be called any time it is discovered. There seems to be no good reason for printing this statement in one section and omitting it in similar sections. All of these should probably be grouped under one statement. The acts which may be penalized, even if discovered after the watch starts following the infraction include the following: Player re-enters more than three times; player fails to report; player changes number without reporting it; team takes excess time-out; sixth player is on the court while ball is in play.

A slight change in the penalty under Section 6 makes it clear that a

player must be disqualified for a flagrant foul even though it is a technical foul. In the past, there has been some misunderstanding about this because there is a difference in the number of free throws which are awarded for flagrant technical fouls and flagrant personal fouls.

A slight change in the note under Section 7 prohibits the sending of written instructions to players in the game.

All personal fouls are now included in Section 8. In former years there was an attempt to separate certain of the personal fouls from the remainder. This was due to the fact that at one time there were certain non-contact fouls which were considered personal fouls. Under the present rules, there are no non-contact fouls which are considered personal and hence there is no longer any need for a classification of personal fouls.

There is a change in (f) of the penalty. In college and independent games which require an extra period, a player who is eligible to start the overtime play is not disqualified for his fourth personal foul. He is disqualified if he commits a fifth. This same rule applies in case more than one overtime period is played. Under no circumstances may a player commit more than five personal fouls.

In Section (c) there is a provision which governs some of the multiple throws. Note that the definition for "multiple throw" in Rule 4-13 is considerably broader than the throws which are mentioned in (c) of the penalty under 10-8. This whole matter of double and multiple fouls has caused many disputes and there has been only a vague understanding of the various situations which may arise. Probably the best way to consider the matter is to take the definition of double foul literally and to

consider somewhat similar fouls by both teams as a "false double foul". Likewise, it is probably best to consider the fouls mentioned in penalty (c) of 10-8 a "multiple foul" and to consider a somewhat similar series of fouls by the same team as a "false multiple foul". In the case of a real double foul, only one free throw is awarded each team, regardless of the severity of the foul. Likewise, in the case of a real multiple foul, only one free throw is awarded for each foul, regardless of its severity. In contrast, each of the fouls in a "false double foul" and each of the fouls in a "false multiple foul" carries its customary penalty. In the case of a false double foul, the ball is tossed at center after the last throw.

SOUTHERN SCHOOLS

(Continued from Page 6)

American commanding officers thus began to refer to the lines of battle as "the old line" and "the new line".

But the British advantage was brief and after a few hours the tide of the battle turned in favor of the Americans, inspired no doubt by the tenacity of the boys from Maryland. Upon seeing the lines of battle begin to straighten out to the original position again, Col. Smallwood, commanding a Maryland regiment, cried out, "See! The old line holds!" It was one of the most heroic deeds of the Revolutionary War.

From thenceforward, the Maryland soldiers were known as "The Old Line" regiments, and upheld their glorious record through the rest of the war.

The high schools accept the challenge of the times and are ready to make the necessary readjustments and sacrifices to insure the continued existence of the American way of life. —Kentucky High School Athlete.

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ATTENTION, GEORGIA COACHES!

If you are actively engaged in coaching any sport in college, high school or junior high school in the State of Georgia, you are eligible for membership in the Georgia Athletic Coaches Association. Dues are only \$1.00 per year. Mail your application for membership to Dwight Keith, Secretary, 751 Park Drive, N.E., Atlanta, Georgia. Your membership will entitle you to free subscription to SOUTHERN COACH AND ATHLETE, in addition to other benefits.

Since there are many new coaches in the State this year who are not familiar with the organization, we are printing below the constitution and by-laws. This will also provide a copy for old members.

CONSTITUTION AND BY-LAWS OF THE GEORGIA ATHLETIC COACHES ASSOCIATION (Organized April 15, 1938)

Article I—Name

This organization shall be known as the Georgia Athletic Coaches Association.

Article II—Purpose

The purpose of this organization shall be:

1. To promote and improve athletics in Georgia.
2. To foster a high standard of ethics and sportsmanship.
3. To encourage closer co-operation and better understanding among coaches, school administrators, the public, the press and game officials.
4. To help the coach professionally.

Article III—Officers and Elections

The officers of this association shall be a President, Vice-President, Secretary and Treasurer and an executive council consisting of the foregoing officers and eleven additional members, one from each Congressional District and one from the District at large, who shall be known as District Directors.

Time of Election

The annual election of officers shall take place at the summer meeting of the association.

A majority of the members present shall elect.

Each officer shall hold office for a period of one year, or until his successor is duly appointed.

The President shall appoint to office any member to fill a vacancy among the officers of the association until such time as a successor is elected.

The duties of officers, qualifications for membership or such regulations as may seem necessary shall be provided for by the by-laws.

Article IV—Membership

No person shall be eligible to membership unless he is actively engaged in coaching athletics in the State of Georgia. Honorary members may be named by the executive council.

Article V—Amendments

This constitution may be amended at any annual spring meeting by an affirmative vote of three-fourths of those present, provided each member is sent a written notice of the proposed amendment thirty days before the meeting at which the said amendment is to be voted on. Any member may propose an amendment to the constitution by placing the written proposal in the hands of the secretary sixty days prior to the annual spring meeting.

BY-LAWS

Article I—President

The President shall preside at all meetings of the association or of the executive council. He shall have no vote in either meeting except in case of a tie vote. He shall perform all other duties as naturally appertain to the office of President. Such duties may be increased or diminished by the executive council.

Article II—Vice-President

The Vice-President shall assist the President in any way he may be called upon by the President, and perform the duties of the President in the absence or inability of the President.

Article III—Secretary and Treasurer

The Secretary shall keep the minutes of all meetings of the association or of the executive council. He shall send out all notices, preserve all records, have charge of the necessary printing required by the association, edit, publish and distribute all bulletins or other publications of the association. He shall collect all dues, place them in a selected depository, and he shall pay out such funds as the executive council may order. He shall receive and accept applications for membership and shall notify each applicant of his acceptance or rejection, and if accepted, shall furnish him with the necessary publications of the association, including the constitution and by-laws, also subsequent bulletins and publications.

He shall maintain records on each member, and shall handle all the official correspondence of the association with each member. All information in his possession shall be available only to such persons as may be designated by the executive council.

He shall handle and be responsible for all correspondence to others not members of the association, and shall have charge of the solicitation of advertising for the publications of the association. He shall also handle the collection of monies due the association from all sources in addition to dues of members.

The Secretary shall receive all complaints, suggestions, criticism constructive or otherwise, and shall submit same to the executive council.

Article IV—Executive Council

The executive council shall act in an advisory capacity to the President; shall investigate and act on all matters brought to their attention.

The executive council shall adopt all regulations governing its deliberations.

The executive council shall determine the qualifications of applicants for membership in any manner it deems necessary.

The executive council shall do everything in its power to further the purposes of the organization.

On matters requiring changes in the constitution and by-laws the executive council shall consider the changes recommended and pass them with their suggestions to the general membership in annual spring meeting assembled for final action.

Article V—District Directors

The District Director shall have active charge of the members and prospective members in his district. He shall solicit memberships from his territory, sending in such applications procured to the Secretary.

He shall further the interest of the association in his district in every way possible, and shall make recommendations to the executive council that will insure the welfare and interests of the members in his territory.

He shall further carry out the wishes of the council at any time when transmitted to him for action.

The ten districts of the association are in accord with the boundaries established

by the Congressional District lines of the state.

Article VI—Membership

The membership shall be divided into two classes: active and honorary.

Every athletic coach in Georgia, whether he be head coach or assistant, shall be eligible for membership in the association provided he submit, either through his district director or direct to the Secretary, a written application in the form prescribed by the executive council. Upon acceptance in due form, the applicant becomes a member in good standing, upon payment of dues as prescribed in Article 7.

Honorary members, composed of patrons of the association or those whom the association wishes to honor, may be elected by vote of the executive council or by vote of a majority of active members casting vote in annual spring meeting or by mail. Honorary members are free to attend all meetings except executive meetings, which are by invitation only, but have no vote.

Article VII—Dues

Each member shall pay a membership fee of One Dollar (\$1.00) payable each year in advance. Applicants for membership in the association shall remit dues for one year with application, same to be refunded to applicant in case he is rejected.

Article VIII—Meetings

The annual meeting of the association shall be held in the summer of each year, at the annual Coaching Clinic of the association.

A general meeting in the fall is to be held, the time and place to be designated by the executive council.

District meetings are to be held in each district on call of the director of that district and it shall be the duty of that director to select the appropriate time and place for said meetings.

Article IX—Vote and Quorum

A majority of the active members present at the annual spring meeting shall constitute a quorum. A mail vote can be taken by the order of the executive council on any question and when taken shall have the same effect as if the vote had been cast with the voters present.

Article X—Standing Committees

Standing committees shall be appointed by the President for the ensuing year and such committees shall be as follows:

1. Membership.
2. Press.
3. Program Committee.
4. Social and entertainment.
5. Constitution and By-Laws.
6. Community relations.
7. Basketball.
8. Football.
9. Officials.
10. Track.
11. Minor sports.

Article XI—Amendments to By-Laws

These By-Laws may be amended by a majority vote of the active members present at the annual spring meeting or by a majority of mail voters received when the vote is taken in that manner.



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